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Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Riverview High School is to provide a learning environment that nurtures a passion for intellectual curiosity; that promotes global understanding, independence, innovation; and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement.

Riverview High School will engage, educate and encourage students to be responsible, life-long learners who are career and college ready.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dorn, Brian	Assistant Principal
Wilks, Kathy	Assistant Principal
Little, Keith	Assistant Principal
Gardner, Cher	Assistant Principal
Del Castillo, Erin	Principal
Wachter, Glenn	Assistant Principal
Rumph, Greg	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The administrative team meets weekly to discuss school goals, initiatives, and current situations and needs. The team works collaboratively to make plan and make decisions on school-related matters.

Erin del Castillo- Principal: Responsibilities include budget/finance, FTE, Communications, Professional Development Planning, Business/Community Partners, School Advisory Council, Principal's Cabinet, Graduation, IB Parent Organization, Riverview Foundation, School Improvement Plan, Staff meetings, Instructional Leadership Team, IB Excellence & Equity Initiative, Community Outreach, Campus Tours, Supervision of Reading dept, registrars and bookkeeping

Kathy Wilks- Assistant Principal of Curriculum: Responsibilities include master schedule, curricular appeals, 504 plans, curriculum, school grade, School Improvement Plan, Professional Development planning, accelerated coursework, Sarasota County Induction Program, SACS CASI accreditation, testing, textbook adoption, Student Success Center, Florida/Sarasota Virtual, Twitter school social-media, Naviance, Student Progression Plan, supervision of math department and guidance department.

Brian Dorn- Assistant Principal of Administration: Responsibilities include Critical Incident Plan,

Safety & Security, SESIR, Athletics, Discipline appeals, facility services, school events, school calendar, marquee, orientations, open house, parking, substitute teachers, supervision schedule, shelter manager, lockers, clinic, health screenings, Facebook school social-media, field trips, Behavior Unit- 9th grade, Project 10 At Risk students, school website, supervision of PE/Hope department, world language department, campus aides.

Keith Little- Assistant Principal: Responsibilities include International Baccalaureate Program, Advanced Placement Program, transportation, Chinese exchange teacher, exchange students, fixed assets, Behavior Unit- 10-12 gds, Project 10 At Risk students, discipline alpha A-C & IB, supervision of Social Studies department.

Glenn Wachter- Assistant Principal: Responsibilities include Food Bank, Alternative Education, CARE, School-Wide Support Team, restorative practices, Positive Behavior Intervention Support, advisory, First Step Counselor, Intellectually Disabled Unit, Student-Parent Information Night, Graduation, Attendance/Driver's Licenses, Critical Incident Drills, cafeteria, Connect-Ed messages, facilities/work orders, 5-Day count, social committee, supervision of science department.

Cherilyn Gardner- Assistant Principal: Responsibilities include Performance-Based Diploma Program, Teen Parent Program, Children First Partnership, Instructional Leadership Team, student planners, Take Stock in Children, United Way campaign, volunteers, Staff/Student handbooks, supervision of English department, Performance-Based Diploma staff, Teen Parent Program staff.

Greg Rumph- Assistant Principal: Responsibilities include technology, student activities, media center, textbook distribution & fines, announcements, Ringling Town Hall meetings, mentoring programs, Positive Behavior Intervention Support, advisory, IB Excellence & Equity Initiative, Career-Technical Education (CTE), ESOL, Freshman Transition, supervision of Fine/Performing Arts departments, CTE department, JROTC department, ESOL dept, and Freshman transition teachers.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	127	163	158	233	681
One or more suspensions	0	0	0	0	0	0	0	0	0	48	34	25	24	131
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	67	69	51	7	194
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	116	79	6	3	204
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	55	45	17	12	129

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	26	31	36	4	97
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	78	72	61	40	251

Date this data was collected

Tuesday 10/2/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	122	157	161	136	576
One or more suspensions	0	0	0	0	0	0	0	0	0	108	119	63	26	316
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	41	40	4	117
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	95	82	2	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	63	66	21	11	161

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	122	157	161	136	576
One or more suspensions	0	0	0	0	0	0	0	0	0	0	108	119	63	26	316
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	32	41	40	4	117
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	95	82	2	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	63	66	21	11	161

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest at Riverview High School was the Lowest Quartile for Reading: 42% compared to 44% for state and 47% for district. Although these numbers are below district and state averages, there was a 4% gain in our Lowest Quartile showing learning gains in reading. In 2017, only 38% of the Lowest Quartile demonstrated learning gains.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was math proficiency, which dropped from 79% to 75%. The prior year of 2017, the Algebra 2 End of Course exam (EOC) was included in the math proficiency data. Riverview's percentage of students demonstrating proficiency in Algebra 2 was 94% so with the removal of this test from the data, there was a drop in 2018. When reviewing Alg 1 and Geometry data, the percentage of students demonstrating proficiency in Alg 1 increased by 2% while the percentage of students demonstrating proficiency in Geometry did not change. Riverview still performs above district and state average in math proficiency, learning gains, and lowest quartile demonstrating learning gains.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average at Riverview is the Lowest Quartile for Reading, with 42% of the Lowest Quartile at Riverview demonstrating learning gains compared to 44% for state. There was a 4% gain from 2017 to 2018 in this component so Riverview is closing the gap between students at the school and the state in the Lowest Quartile.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is the Biology EOC, which increased from 73% to 79%. The prior year, the percentage of students demonstrating proficiency in Biology declined by 1% from 2016 to 2017 so Riverview was pleased to see an increase of 6% from 2017 to 2018. It is too soon to know if this is a trend although this increase coincides with a shift in the district from biology being offered in the 8th grade to it being moved back to the high school level so Riverview expects to see a proficiency rate around 80% annually on the Biology EOC. This data is above the district and state average of students demonstrating proficiency.

Describe the actions or changes that led to the improvement in this area.

There were a couple of actions or changes that led to the improvement in the percentage of students demonstrating proficiency on the Biology EOC. Riverview implemented collaborative planning among Biology teachers to work with teachers to design lessons based around Teacher Clarity as well as creating common assessments to monitor student growth. All Biology teachers administered a common midterm as well as district benchmarks to monitor student progress. In addition, the district in recent years had shifted Biology to the middle schools in 8th grade for advanced students. This past year was the first year that Biology was shifted back to the high school level, which meant that the Biology EOC scores for our most advanced science students were included in Riverview's data.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	67%	56%	66%	62%	52%
ELA Learning Gains	60%	57%	53%	52%	52%	46%
ELA Lowest 25th Percentile	42%	47%	44%	35%	41%	38%
Math Achievement	75%	69%	51%	73%	58%	43%
Math Learning Gains	61%	52%	48%	56%	43%	39%
Math Lowest 25th Percentile	60%	53%	45%	46%	39%	38%
Science Achievement	79%	77%	67%	74%	70%	65%
Social Studies Achievement	76%	79%	71%	80%	77%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	127 (122)	163 (157)	158 (161)	233 (136)	681 (576)
One or more suspensions	48 (108)	34 (119)	25 (63)	24 (26)	131 (316)
Course failure in ELA or Math	67 (32)	69 (41)	51 (40)	7 (4)	194 (117)
Level 1 on statewide assessment	116 (95)	79 (82)	6 (2)	3 (0)	204 (179)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	68%	66%	2%	53%	15%
	2017	68%	64%	4%	52%	16%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	68%	65%	3%	53%	15%
	2017	63%	62%	1%	50%	13%
Same Grade Comparison		5%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	75%	2%	65%	12%
2017	70%	69%	1%	63%	7%
Compare		7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	76%	-3%	68%	5%
2017	71%	73%	-2%	67%	4%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	77%	-8%	62%	7%
2017	67%	71%	-4%	60%	7%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	71%	4%	56%	19%
2017	75%	70%	5%	53%	22%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	30	27	36	52	50	38	35		71	25
ELL	36	45	44	55	68	75	60	53		79	42
ASN	88	61		86	84		92	83		94	81
BLK	26	33	27	31	30	27	40	41		57	35
HSP	62	53	44	68	60	69	69	72		78	63
MUL	59	55	45	77	65	83	71	76		81	71
WHT	77	65	49	81	63	63	86	81		90	71
FRL	55	49	35	60	55	56	69	68		76	57
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	30	29	20	34	27	25	36		69	7
ELL	30	44	47	61	51	44	55	36		56	39
ASN	87	69		93	71		94	82		93	86
BLK	22	34	26	38	39	38	32	35		66	16
HSP	59	46	35	70	60	55	64	70		76	48
MUL	63	61	53	79	54	55	52	67		79	55
WHT	72	55	42	84	63	67	80	81		88	65
FRL	48	45	34	66	54	57	59	60		73	41

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Building Community among staff and students

Rationale Riverview is made up of a diverse population of students and programs. Riverview High School has 35% minority rate and 41% of students who qualify for free and reduced lunch. Additionally, Riverview is a cluster site for the north county teen parent program as well as serving as the north county site for a behavior unit. Concurrently, Riverview houses the largest International Baccalaureate (IB) program in the district, with over 1000 of the 2600 students on campus participating in an IB program or course. Because of the diversity of population that Riverview serves, focus is being given to help build community among our staff and our students to ensure that all students feel valued and part of the school community regardless of program, socio-economic status, or academic status.

Intended Outcome By participating in professional learning, staff will develop the mindset and understanding of the diverse population on the Riverview campus as well as strategies to use when working with students from different backgrounds. Additionally, by building structures and opportunities on campus for students, Riverview will see an increase in attendance, grades, and graduation rate as well as a decrease in discipline events as students are able to connect through a school culture that is inviting to various programs and populations.

Point Person Brian Dorn (brian.dorn@sarasotacounty schools.net)

Action Step

Beginning with pre-planning week and continued into 1st semester, staff will participate in professional learning with Community Tampa Bay. The purpose of this PD is to create a stronger community among our teachers and give experiences that allow them to recognize and respond to racism and prejudice on campus. Teachers will spend approximately 11 hours in this professional learning. Also, monthly staff training has been designated through Snacks n Strats, which includes training on Trauma Informed Care. Additionally, a principal's roundtable has been established where students from various backgrounds and programs can share insight and recommendations into areas of need on campus related to culture and climate.

Description Multiple resources have been identified and established to support students on campus. Riverview provides an At Risk Coordinator to work with students who are at risk of graduation due to credits, GPA, or attendance. This coordinator monitors progress and builds timelines and incentives to encourage students to complete graduation requirements. Beginning this year, Riverview also added an Intervention Counselor, a First Step Student Assistant, and Teen Court Coordinator. Students may be brought to School Wide Support Team (SWST) who are showing early signs of concern where the SWST discusses and develops a plan of interventions for the student. Riverview closely monitors Project 10 students monthly and identifies seniors at risk of graduating. These students are assigned to the Intervention Counselor, who closely works with these students to monitor grades, attendance, and areas of support for the students to be successful in achieving graduation. The First Step Counselor is able to provide early intervention to substance or anger issues with the goal of reducing time out of school and providing resources that are available to assist students with these issues. Students who are struggling academically have been provided with support beyond the school campus. Because many of Riverview's At-Risk population is unable to stay after school for additional tutoring, this year the school implemented tutoring at the Boys and Girls Club in North County in the evening as well as establishing an intervention period during the school day to provide assistance in math.

Scheduling is also a key factor in building community on campus. All incoming 9th graders

who are level 1 or 2 or are not involved in a CTE pathway or 'small community' such as JROTC or band are scheduled into a Freshman Transition course. These students learn about the school community, how to become active on campus, successful study skills, and college and career options. Pullouts are conducted among class levels to create community and commitment to graduation and school expectations and goals. Beginning this year, 9th grade English teachers have begun work on the Equity and Excellence Initiative in IB to include all incoming 9th graders in pre-IB English next year. The goal is for Riverview to become an IB World School where all students understand and personify the IB mission and philosophy.

Person Responsible Brian Dorn (brian.dorn@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

- attendance rate
- discipline referrals and suspension (in/out of school)
- graduation rate
- course failures
- student/staff surveys

Person Responsible Brian Dorn (brian.dorn@sarasotacountyschools.net)

Activity #2	
Title	Support for Lowest Quartile on FSA Reading
Rationale	Within the lowest quartile of FSA Reading students at Riverview High School, 42% demonstrated learning gains, which is below the district and state averages of 47% and 44% respectively. Riverview has shown improvement in this area over the past 2 years, with 38% in 2017 and 35% of students in 2016 demonstrating learning gains.
Intended Outcome	By providing support to our students in the lowest quartile, Riverview expects to see continued gains in students demonstrating learning gains. The goal is a 4% increase to 46% of students in the lowest quartile demonstrating learning gains.
Point Person	Erin Del Castillo (erin.delcastillo@sarasotacountyschools.net)
Action Step	
Description	<p>All 9th and 10th grade level 1 and level 2 students are enrolled in an Intensive Language Arts (Reading) Class.</p> <p>These students are utilizing the rigorous Achieve 3000 and USA Test Prep programs which focus on Reading Comprehension.</p> <p>This year we have started a partnership through the Barancik Foundation grant to support professional development for the ILA teachers. Eventually the focus will be on redesigning the classrooms as well as providing additional materials for students to increase reading proficiency.</p> <p>We will be administering 2 benchmark writing assessments which mimic the Writing subtest of the FSA.</p> <p>Teachers are meeting weekly in collaborative groups, discussing assessment data and effective lesson planning. The teachers also attended a 3 hour ELA Boot Camp which focused on the 2018 Florida State Assessment data and Test Specifications. Benchmark assessments will be used to in English 9 and 10 classes to monitor standards mastery.</p> <p>Teachers are working together completing a book study for A Novel Approach by Kate Roberts. The book explores research based strategies for implementing whole class and small group novel lessons.</p>
Person Responsible	Erin Del Castillo (erin.delcastillo@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<p>Student data from Achieve 3000 and USA TestPrep will be reviewed monthly by both administration and teachers.</p> <p>Student data from the District Created 9th and 10th Grade Benchmark tests will be reviewed by both Administration and Teachers.</p> <p>Student writing samples from the School Created Writing Benchmark tests will be reviewed by both Administration and Teachers.</p> <p>Scores from the Spring 2019 English Language Arts Florida Standards Assessment will be reviewed by both Administration and Teachers</p>
Person Responsible	Erin Del Castillo (erin.delcastillo@sarasotacountyschools.net)

Activity #3	
Title	Math support for specific subgroups of students
Rationale	In 2018, Riverview had a drop of 4% in math achievement among all students. Although, Riverview continues to perform above district and state averages for math achievement, learning gains, and learning gains among lowest quartile, the subgroups of black students and students with disabilities has seen a decline in proficiency. Riverview has also seen a decline in the learning gains and lowest quartile learning gains among black students in the past year.
Intended Outcome	The goal is to see a 4% gain in math proficiency, learning gains, and lowest quartile learning gains. The goal for proficiency in math is 77%, the learning gains goal is 65%, and the goals for learning gains in the lowest quartile is 64%. We also plan to see a drop in failures in math courses. In 2018, 93 students failed a math course for the year. We plan to see a 4% decrease in the number of students failing a math class.
Point Person	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)
Action Step	
Description	<p>Riverview offers tutoring to students in Alg 1 and Geometry through RAMP it Up tutoring, which is offered twice per week. For students who are unable to stay after school, which includes many of our at-risk and minority students, we have identified an intervention teacher to offer tutoring during the school day. The intervention period is offered during student lunches to minimize the need to pull students from classes resulting in missing class time. At the end of each grading period, a list of students with low or failing grades in Alg 1 or Geometry is generated to identify students in need of this intervention. Additionally, PERT bootcamps are delivered twice per year to support our students who are still in need of an Alg 1 End of Course (EOC) concordant score for graduation. We also offer bootcamps for Alg 1 and Geometry in the spring for students who are preparing to take the EOCs for the first time.</p> <p>Master scheduling plays a critical role in setting up interventions for students. Students who enter 9th grade as a level 1 or with an Individualized Education Plan (IEP) with math support are placed in a year long Alg 1A and Alg 1B course over two years with an ESE certified math teacher. This allows the students time to master skills and time for the teacher to address prerequisite skills that need to be taught during the course. Students who enter 9th grade with a level 2 in math are placed in a blocked Alg 1A/1B course, which allows time each day for the teacher to address needs and interventions for students in each block. Students who are unsuccessful in passing the Alg 1 EOC as a 9th grader are placed in a Liberal Arts Math class, which focuses on strengthening Alg 1 skills, introducing students to Geometry concepts, and preparing students to retake the Alg 1 EOC. The students then loop with the same teacher into Geometry the next year to provide consistency and continuation of support. In addition to looping these students with the same teacher, students who are still unsuccessful in passing the Alg 1 EOC are placed in an Intensive Math course for additional support. Teachers work in collaborative planning teams in Alg 1 and Geometry to design lessons that are focused on Teacher Clarity as well as design common assessments and identify resources for support.</p>
Person Responsible	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> - quarterly grades in Alg 1 and Geometry - benchmark testing in Alg 1 and Geometry

- PERT scores
- grades of students participating in tutoring
- Alg 1 and Geometry EOC scores

Person Responsible Kathy Wilks (kathy.wilks@sarasotacountyschools.net)

Activity #4

Title Support for US History

Rationale Although Riverview demonstrated a 2% gain in proficiency on the US History EOC, the school's average is still 3% below district average.

Intended Outcome Increase Riverview's US History EOC proficiency percentage to a level at or above the district average with the ultimate goal being 80% proficient for SY2018-19.

Point Person Keith Little (keith.little@sarasotacountyschools.net)

Action Step

Description Create and implement impactful and deliberate lesson plans. Lessons will focus on using knowledge gained from test item spec training, collaborative planning based on UDL and visible learning principles, and focused formative assessment.

Person Responsible Keith Little (keith.little@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Teachers will use common formative assessments from USA Test Prep that focus on actual EOC test item specs. Additionally, district progress monitoring assessment data will be used to monitor progress.

Person Responsible Keith Little (keith.little@sarasotacountyschools.net)

Activity #5

Title Increase Access to Rigorous Coursework for Underrepresented Students

Rationale The Excellence & Equity (E2) initiative aims to elevate the conversation about what is academically possible for low-income students and students of color. The focus goes beyond proficiency, with a wider focus on preparing all students to graduate with the skills and tools needed for post-secondary education and lifelong learning. As part of its campaign to promote the inclusion and success of underrepresented students in the IBDP and IBCP, and to address the significant participation gaps referenced above, the Riverview IB has launched the E2 initiative. Riverview IB will focus on how best to remove barriers to DP and CP participation for low-income students and students of color by recruiting underrepresented students for IB courses and delivering services to students that are designed to positively impact the success of underrepresented students enrolled in the programs

Intended Outcome Increase participation and success in IBDP and CP programs and IB course candidates through a comprehensive restructuring of the IB access criteria and curriculum

Point Person James Minor (james.minor@sarasotacountyschools.net)

Action Step

Description These five areas have been identified as areas of improvement to support the E2 initiative.

1. philosophy and culture to support demanding academics and high expectations for all students
2. student preparation, support and outreach to support participation, retention and achievement for underrepresented students
3. leadership and administration that establishes policies, practices, systems and processes to support access and success in the DP and CP for underrepresented students
4. teaching and learning to develop and deliver curriculum, instruction and assessment that motivate and engage students to achieve at high levels
5. educator professional development focused on strategies that impact participation and success.

Person Responsible James Minor (james.minor@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Monitoring data of students accessing and achieving in IB courses are critical in this effort. Indeed, a sweeping analysis of student success in both internal and external assessments will help to inform instruction and curriculum development to engage underrepresented learners in the process of achieving success in the course-work. Student feedback will also be a critical component in understanding and developing a more student-friendly, inquiry based approach for students that will garner participation and success.

Person Responsible James Minor (james.minor@sarasotacountyschools.net)

Activity #6

Title Support for Biology

Rationale The biology scores showed a 6 percentage point gain this past year going from 73% to 79% proficiency. We would like to see another two percentage point gain for this current year to bring our proficiency level up to 81%.

Intended Outcome Our goal for Biology this year is to see a proficiency rate of 81% on the end of course exam.

Point Person Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

Action Step

Description Riverview High School will use focus on three specific strategies to help achieve our goal of 81% proficiency. Our first strategy is to enlist the help of the district science specialist and provide a day long in-service training. This training will focus on how to deconstruct standards and craft age appropriate and focused learning intentions, learning progressions and success criteria. The importance of regular formative assessments will also be covered during this time.

Riverview science teachers will also be working to develop common formative assessments that can be used in conjunction with the district benchmark assessments. These common formative assessments will be used in between the administration of district benchmark assessments and the teachers will conduct a data analysis of the results once the tests are complete. Based on the results of the data analysis, a department wide re-teaching plan will be put in place.

Our third area of focus will be to increase the use of student discourse and discussion during class time. This will of course lead to a decrease in the amount of teacher talk during science class period. The science curriculum lends itself well to student-student interaction and problem solving type of classroom activities. The more the students are involved in working with each other and being asked to think critically, we believe this will lead to increased content retention.

We believe that the use of these three action items will greatly improve student comprehension and retention of the material within the biology curriculum, and thus provide for our desired 2% increase in the level of proficiency on the biology EOC in May.

Person Responsible Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description District training has been scheduled for early November and once the agenda has been received we will schedule class coverage for the teachers in attendance. Teachers will be made aware of the agenda and expected outcomes prior to attending the workshop so that they can adequately prepare.

Classroom walk throughs and observations have begun, and feedback is being provided to teachers in regards to their posted learning intentions. We are specifically looking for a learning intention that is stated in student friendly terms, one that is specific to the content of the day, and we expect teachers to reference the specific learning intention at the start of and throughout the class period. Corrective feedback is provided on a regular basis to those who struggle with the posting of learning intentions. Teachers are being encouraged to visit each other's classrooms to see stellar examples of posted learning intentions. The overall progress towards complete implementation of posted specific learning intentions is being monitored.

The expectation for this year is that student to student talk during class time is being observed on a regular basis during both walk throughs and observation time. Observers

will make multiple visits to determine the degree of implementation. Teachers who are using student discourse on a regular basis are being asked to share their lessons and strategies with those who are struggling to implement the concept. Corrective feedback and suggested changes are made to those who struggle. Progress is being monitored and data collected to determine the level of implementation for both posting of learning intentions and the use of student to student talk.

Person Responsible Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

Activity #7	
Title	Positive Behavioral Interventions and Supports
Rationale	Riverview is made up of a diverse population of students and programs. Riverview High School has 35% minority rate and 41% of students who qualify for free and reduced lunch. Additionally, Riverview is a cluster site for the north county teen parent program as well as serving as the north county site for a behavior unit. Concurrently, Riverview houses the largest International Baccalaureate (IB) program in the district, with over 1000 of the 2600 students on campus participating in an IB program or course. Because of the diversity of population that Riverview serves, focus is being given to help build a support system for students to enhance positive interactions between students and staff. During the 2018 school year Riverview experienced a slight uptick in OSS incidents and we are dedicated to reduce that number.
Intended Outcome	For the 2019 School year we will experience a 10% drop in OSS incidents. We are also intending to have a 10% decrease in chronic absenteeism. Riverview will also institute the beginning stages of a full PBIS system. This system will be comprehensive for implementation in the 2020 school year.
Point Person	Brian Dorn (brian.dorn@sarasotacountyschools.net)
Action Step	
Description	<p>Beginning with pre-planning week and continued into 1st semester, staff will complete survey on behavioral data for the school. The PBIS committee will implement school wide expectations and positive rewards for students and staff. The purpose of this system is to help Riverview High School decrease the number of Office Discipline Referrals (ODR) and chronic absenteeism. The PBIS committee will increase the professional development offered to staff for creating positive cultures in the classroom and other areas around campus.</p> <p>Multiple resources have been identified and established to support students on campus. Riverview provides an At-Risk Coordinator to help identify areas of behavioral concern for students and to help teachers address positive changes to the environment for students. Beginning this year Riverview High School has a First Step Counselor. The First Step Counselor will help the PBIS committee address any drug and alcohol education needed to support an environment that is free of outside distractions, including the rising issue of “vaping” at school. Riverview High School has also teamed with Community Tampa Bay to help inclusivity at RHS. There will be a core group of students and teachers developed to reach out with other students across Sarasota County. This group will be tasked with creating a positive and inclusive environment for all students.</p> <p>One big step will be the implementation of school wide expectations not only for students, but staff and visitors as well. This system will ensure that the entire community of Riverview knows and understands the expectations behaviorally on and around campus. Secondly, the PBIS committee will institute a way for teachers to reward students and staff for positive choices on campus. These steps are the first of many to be taken with full implementation of a PBIS program by the 2020 school year.</p>
Person Responsible	Brian Dorn (brian.dorn@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	The PBIS committee will monitor the effectiveness of the PBIS program during their monthly meeting, analyzing office discipline referral data, attendance data, and survey data

from students and staff. The committee will continue to monitor and refine the system until the intended outcomes are achieved.

- attendance rate
- discipline referrals and suspension (in/out of school)
- student/staff surveys

Person Responsible Brian Dorn (brian.dorn@sarasotacountyschools.net)

Part V: Budget

Total:	\$322,970.00
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